

Ontario Department of Education

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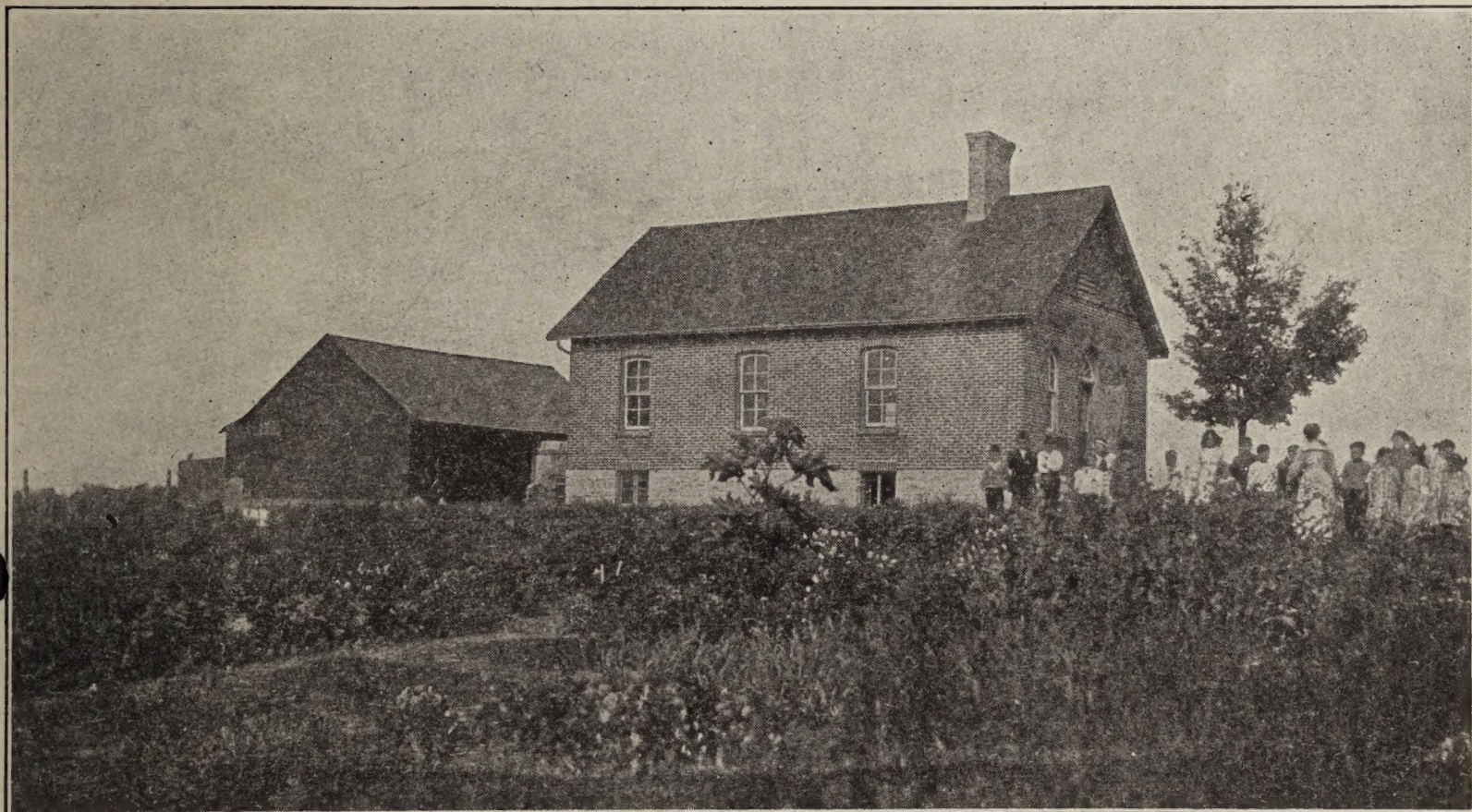


BULLETIN NO. 2
1913

Agricultural Education

Agriculture in the Schools

1. The Aim of the Work.
2. Maps showing how the work is spreading in Ontario.
3. Summary of Regulations governing Special Grants.
4. Form of Notification of Intention to Undertake the Work.



S. S. No. 9, VERULAM, VICTORIA COUNTY, NEAR BOBCAYGEON

Note the school garden and the well constructed, painted woodshed with closets included. This school received a gift of an additional quarter of an acre of land last summer, making the area a full acre; it was purchased by a good friend of the school.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:

Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1913.

THE TEACHING OF AGRICULTURE

Progress Being Made.—From an examination of the two maps printed in this circular it may be seen that there is a growing interest in the province in regard to the teaching of agriculture in the schools. These maps represent, too, only those schools which have come under the notice of the Director of Elementary Agricultural Education. Many other schools are going forward with the work as well, under the District Agricultural Representatives, or independently. Doubtless the next few years will show even greater progress. This will come as a result of the new adjustments of our educational authorities and of that growing public demand now finding expression in the press, that the schools should concern themselves with the *practical* affairs of life, as well as with the literary and scholastic concerns of the class room.

An Old Subject, with a new Method.—As a matter of fact there has not been a time since the establishment of our provincial school system that efforts have not been made to have the subject of agriculture taught in the schools. There have been three different public school text books prepared and authorized at different times. Thirteen years ago the subject held a place amongst the obligatory subjects in the public school course of study. At the present time the subject is an optional one. Moreover, there is no text book prescribed. The agriculture taught in the public schools to-day shaped itself from the Nature Study that was introduced into the schools about nine years ago. It is the common sense Nature Study for the country. Its *text book* is the home, the garden, the field, the orchard, and the school-farm or garden. Its *course of study* is the common plants and animals, the common work and interests of the common people who send their children to the common schools. Its *method* is a natural one: instruction is based on the pupil's natural interests, his present and prospective environment and his own activities.

What May Come from It.—From the right teaching of agriculture in the schools, good things are expected by many who have studied the problems of agriculture and of country life. It may bring into the routine of school work a fund of fact and experience apart from books that will make all school work more interesting and instructive; it may arouse a strong public interest in the general work of the school which will support the teacher greatly in his or her daily tasks; it may set increased values on education and result in more regular attendance and longer attendance of pupils; it may interest some of the older boys who have left school too early and bring them back again; it may stimulate local pride in the school and all it stands for and lead to many improvements in fences, sidewalks, lawns, outbuildings and the school building inside and out. It may make a new kind of school out of an old kind of school!

A School for the People.—It will not be a new kind of school simply because it has added a new subject to its list of studies. But in the teaching of the science of country life, as it has been called, it will find a new service in the community and a new meaning for education for country people. Where there is a school garden it will be the local experimental farm in a simple but effective way. It will introduce new varieties of field crops and test methods of cultivation through the children's school farm; it will be the local beauty spot with neat fences, well kept buildings, lawns, and flower beds; it will be the local play ground, not only for the children, but for the grown-ups; it will be the local centre for social gatherings;

its library will serve everyone with books, magazines, bulletins and reports that concern themselves with the farm work in home and field as well as with literary matters.

Education for Life.—In the school work, examinations will not be considered the be-all and end-all of the school's efforts; it will not cheat the many for the sake of preparing a few for advanced work in a higher school; it will remember that most of the pupils will have only a short time at school and a long time at work, and it will make its instruction fit the needs of the worker no less than the future needs of the scholar; it will try to keep the boy who is not clever in book-studies at school and to educate him through practical activities with tools and in the garden; it will remember that children are educated for life through activities in play, in work at home, in handling tools, in experiences in nature's workshop, no less than by learning from books; it will bring the fathers and mothers back to school again in using the daily home interests as the means of education of their children. It will give an Education for Life!

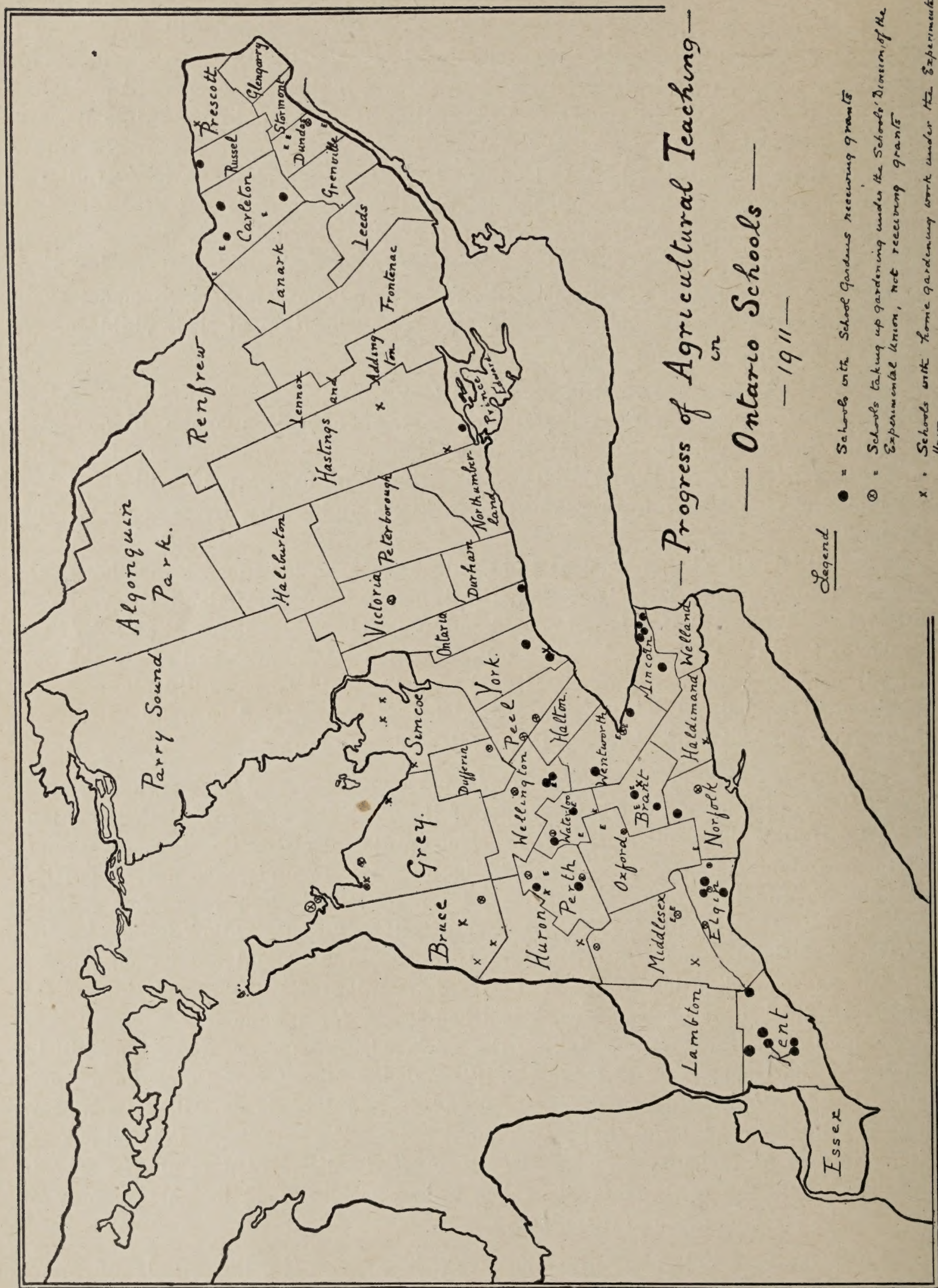
The Regulations Relating to the Work.—The complexities of school work, school organization, and state support of education make it necessary to work under regulations. An examination of the summary given in this circular or of the complete regulations as printed in Circular 13 will show how teachers and trustees are to carry out the work and under what terms special grants are paid.

It will be noticed that trustees and teachers are expected to work together in the matter; that the work is to be systematically carried out throughout the year and duly reported upon; that it is not considered advisable to commence the work if the teacher is leaving at summer holidays unless the trustees undertake to have the new teacher complete the year's work; that the work should be carefully planned and consistently carried out; that a school garden that is neglected in holidays hinders the cause itself and works harm to the pupils and community.

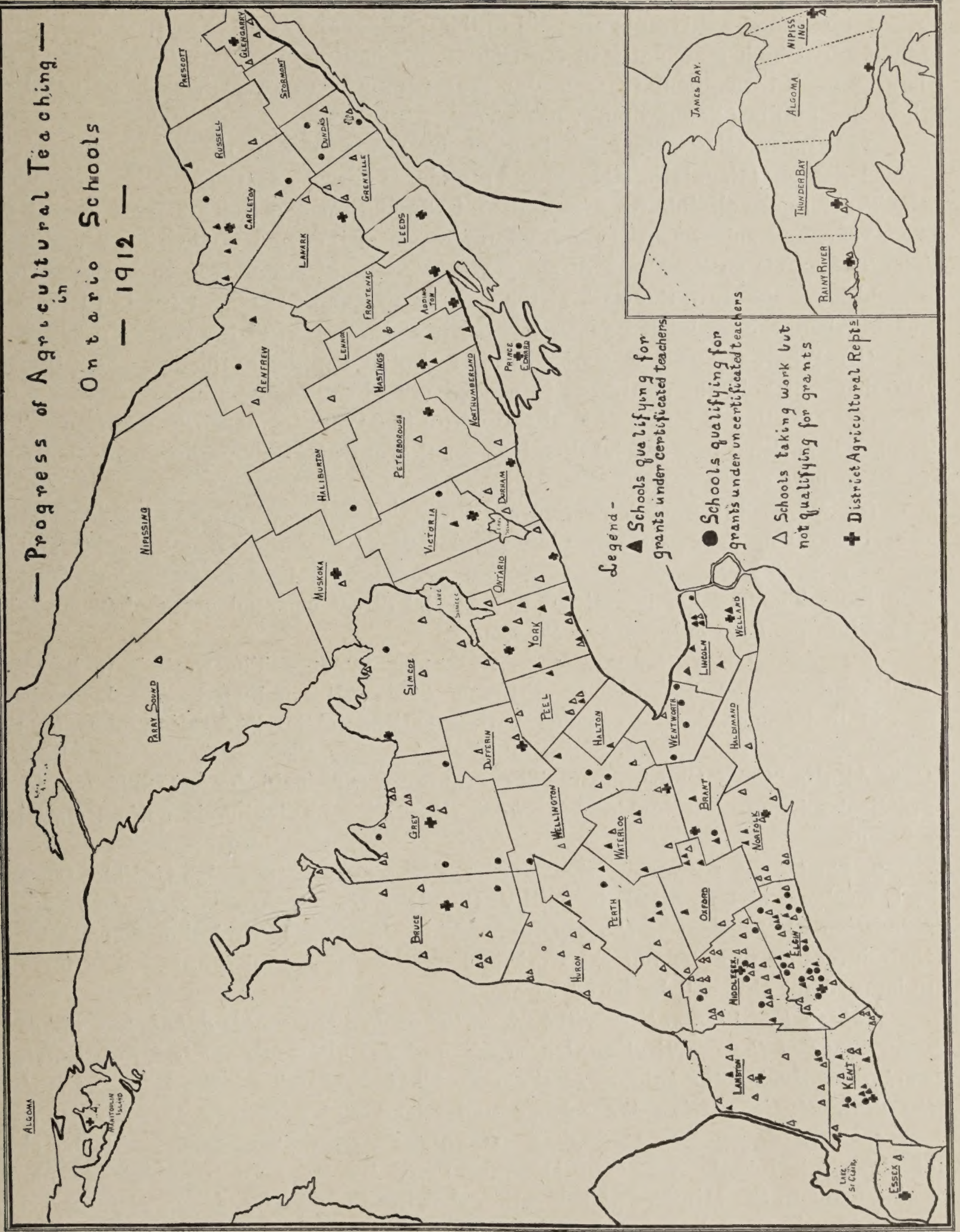
Giving the Work a Trial.—It is not necessary and in many cases not desirable to enter upon the whole scheme of the work the first year with the intention of fulfilling the requirements for special grants. Getting the grants is a matter of secondary importance. It will be better often to undertake only a portion of the work and thus test its worth and learn practically how to go forward the second year. If the work does not commend itself as "worth while," it may be discontinued without damaging criticism. In any case it should not be commenced without due consideration of the cost or definite plans for the completion of the work. Unfinished or neglected work is a bad lesson for anyone.

Schools and teachers undertaking the work, whether for grants or not, will be assisted by the Department of Education through the *Director of Elementary Agricultural Education*. Bulletins, circulars and instruction sheets will be sent out along with planting material that may be used for practical studies. Printed charts, giving lessons in agriculture and horticulture will be distributed to all the schools and even where the work cannot be taken up practically, good instruction may be given by the teachers through these.

Propaganda Needed.—Since the work is so new to the minds of many people and dependent for success, moreover, on its purpose and plans being understood by the people at large, it will be necessary often for teachers to enlighten parents and trustees in the matter. To this end, additional bulletins and circulars will be sent to teachers for distribution amongst interested persons.



— Progress of Agricultural Teaching — in Ontario Schools — 1912 —



SUMMARY OF REGULATIONS RELATING TO THE TEACHING OF AGRICULTURE IN RURAL AND VILLAGE SCHOOLS, AND THE SPECIAL GRANTS PAID THEREFOR

Circular 13 published by the Department of Education contains the regulations in full and teachers are recommended to read it carefully. The following brief summary may help, however, to make them better understood.

1. Re Grants.—Grants are paid to the teachers and trustees of rural and village schools in which systematic instruction in Agriculture amounting to at least one hour a week throughout the calendar year (January to December) is provided for the older pupils (Regulation 2, page 5).

(a) Where the instruction is given by means of and through a satisfactory school garden (Regulation 11, page 7) under a teacher certificated in agriculture, the Trustees are eligible for a refund up to \$50.00 for expenses incurred during the first year, and subsequently a refund for expenses incurred up to \$30.00 annually. The Teacher is entitled to a direct personal grant of \$30.00 for the year—\$15.00 should he or she leave the work at the end of June and \$12.00 for the fall term in a school where the work has been under way in the fore part of the year.

(b) Where the work is carried out in a similar manner to the above by a teacher who does not hold the certificate in agriculture (Regulations 3 and 4, page 8), the Trustees are eligible for an annual refund up to \$12.00 for expenses incurred. The teacher is entitled to a special direct personal grant of \$12.00, *with no portion paid for only part of the year.*

(c) Where the work is carried out through home gardening and a few simple experimental or demonstration plots on the school grounds (Regulations 5 and 6, page 8) the Trustees are eligible for an annual refund up to \$8.00 for expenses incurred. The Teacher is entitled to a special direct personal grant of \$8.00, *with no portion paid for only part of the year.*

2. Instruction to be Based on Practical Work.—The work is to be practical and carried into effect through (1) well conducted school gardens, or (2) in home-gardening schemes with experimental or observation plots on the school grounds (or the work of Children's Progress Clubs, e.g., Poultry, Potato, Oat, Alfalfa, Corn Clubs, etc.) The grants are not paid for carrying out these practical schemes, but for *teaching agriculture*; the gardening is not an end, but a means.

3. Notice of Intention to Take Up the Work Required.—The trustees and teachers are required to notify the *Director of Elementary Agricultural Education at the close of the year or early in January* (Regulation 5, page 5) of their intention to carry out the work and qualify for special grants. The form to be used for this will be found herein.

Note:—For 1913 notices will be accepted up to a reasonable date before the commencement of the practical outdoor work, and due allowance made for satisfactory work done during the balance of the year. This concession is made on account of the difficulty in getting the scheme understood and accepted.

4. Statement of Expenses Required from Trustees.—At the close of the work for the year (in December) the Trustees are required to submit a statement to the Minister of Education showing the expenses incurred in carrying out the work (Regulation 3, page 5); the form to be used for this is included in the school register for 1913.

5. Report of Instruction Given Required from Teacher.—The Teacher also is required to submit a report to the Minister of Education through his or her Inspector at the close of the work for the year (in December) showing what instruction has been given in the school and how the practical work has been carried out (Regulation 4, page 5); the form to be used for this report is included in the school register for 1913.

THE DEPARTMENT OF EDUCATION



ONTARIO

NOTIFICATION OF INTENTION TO GIVE INSTRUCTION IN AGRICULTURE AND TO QUALIFY FOR SPECIAL GRANTS.

NOTIFICATION FROM TRUSTEES.

Dear Sir:—

The Trustees of School Section No.
(or the Village of)

..... in the Township of
the County of, and the Inspector of

....., beg leave to notify you that it is
(Name of Inspector)

their intention to have the subject of Agriculture taught in their school during the
year 1913, in accordance with the plans and regulations of the Department of
Education.

Signed on behalf of the Board,

.....
Secretary.

Dated at

..... 191

NOTIFICATION FROM TEACHER

Dear Sir:—

I beg leave to notify you that with the consent and support of the Board of
Trustees, I purpose giving instruction in Elementary Agriculture in my school
during the year 1913, in accordance with the plans and regulations of the Depart-
ment of Education, conducting.....

(A School Garden or Children's Home Gardens)

in connection therewith.

.....
Teacher.

Dated at

..... 191

To be addressed to

The Director of Elementary Agricultural Education,
Ontario Agricultural College,
Guelph.

Note. (1). This will require 2c. postage.

*(2). The Director will be pleased to hear from other schools engaging
in the work, but not qualifying for grants.*

FILL IN INFORMATION ON OTHER SIDE

(OVER).

INFORMATION

(To be filled in by Teacher).

School Teacher
(No. and Township).

Local name of School Secretary

County P. O. Address

Inspectorate Railway Station

LOCATION OF SCHOOL.—In order that the school may be readily visited please state the distance from village, postoffice or railway station, also the road or concession which it is located.

PUPILS' AND LOCAL INTERESTS.—Please state the average number of pupils in school, the number to whom agriculture might be taught (3rd, 4th, and 5th classes), the kind of farming carried on in the section, the proportion of pupils from farm homes.

PREVIOUS WORK IN GARDENING AND AGRICULTURE.—Please state what has been done in former years, what grants have been received, and the names of teachers who carried out the work.

TEACHER'S QUALIFICATIONS.—Please state what certificate is held, length of teaching experience, what instruction has been previously given in agriculture, what courses (if any) have been taken in agriculture at Guelph.

SCHOOL GROUNDS.—Please state area of school grounds; area to be given to gardening, whether on school grounds or neighboring land (rented or loaned), whether ground was made ready in the fall, condition of fences and gates.

PLANS FOR THE WORK.—Please state any arrangements you may have made already for experimental plots, for getting the land prepared, for securing care during summer holidays, for having the co-operation of local Women's Institute or Farmers' Club, for holding School Fair, etc.